

**CAMBRIDGE**

### **Language Development and Individual Differences**

A Study of Auxiliary Verb Learning

**BRIAN RICHARDS**

This study examines variation in children's early language development, focussing on the auxiliary verb, identifying significant variation in both the age and stage of emergence of auxiliaries, and in the rate, style and sequence of subsequent development.

£35.00 net HB 0 521 36253 9 270 pp.

### **The Acquisition of two Languages from Birth: a Case Study**

**ANNICK DE HOUWER**

This book provides a comprehensive review of previous studies of bilingual first language acquisition.

£42.50 net HB 0 521 36652 6 352 pp.

*Cambridge Studies in Linguistics, Supplementary Volume*

### **Conversational Competence and Social Development**

**IOANNA DIMITRACOPOULOU**

A new insight into the development of a child's ability to become a competent participant in conversation combining a pragmatic analysis of the functions language can perform with an innovative and extensive empirical investigation of the development of young children's language use and socio-cognitive skills.

£27.95 net HB 0 521 37551 7 208 pp.

### **Children's Problems in Text Comprehension**

An Experimental Investigation

**NICOLA YUILL and JANE OAKHILL**

Nicola Yuill and Jane Oakhill present fresh research in an overview of adult and child text comprehension: focusing in on children who have a specific comprehension deficit and relating their findings to educational practice.

£30.00 net HB 0 521 35324 6 254 pp.

*Cambridge Monographs and Texts in Applied Psycholinguistics*

### **Universal Grammar and Language Learnability**

**ANJUM P. SALEEMI**

Anjum P. Saleemi argues that the acquisition of language as a cognitive system can properly be understood by pairing the formal approach to learning, with Chomsky's theory of universal grammar and its claim that human language is innately constrained.

£30.00 net HB 0 521 40075 9 178 pp.

*Cambridge Studies in Linguistics 61*



**CAMBRIDGE  
UNIVERSITY PRESS**

The Edinburgh Building, Cambridge, CB2 2RU.

**CAMBRIDGE**

*Now in paperback*

**From First Words to Grammar**

Individual Differences and Dissociable Mechanisms

ELIZABETH BATES, INGE BRETHERTON and LYNN SNYDER

'(The authors') challenging and fruitful questioning and their innovation in methodologies will be much more valuable for the future of the field than most of the empty theoretical fabrications that are so common in developmental psycholinguistics.'

*Child Development Abstracts and Bibliography*

£13.95 net PB 0 521 42500 X 352 pp.

**Language Development from Two to Three**

LOIS BLOOM

Presents a development story of children's language acquisition in their third year of life showing how children learn to form simple sentences and then begin to acquire the structures of more complex sentences.

£35.00 net HB 0 521 40178 X 524 pp.

**First Verbs**

A Case Study of Early Grammatical Development

MICHAEL TOMASELLO

A detailed diary study of one child's earliest language development in which the author uses a Cognitive Linguistic framework to examine his daughter's acquisition of her first verbs and reveal their role in her early grammatical development.

£40.00 net HB 0 521 37496 0 464 pp.

**Perspectives on Language and Thought**

Interrelations in Development

Edited by SUSAN A. GELMAN and JAMES P. BYRNES

Pulls together the most recent original research on a child's construction of reality and their ability to talk about it. The book differs from other volumes in its focus on the language-thought relationship and its contributions attest to the complexity of young children's knowledge.

£50.00 net HB 0 521 37497 9 544 pp.



**CAMBRIDGE**  
**UNIVERSITY PRESS**

The Edinburgh Building, Cambridge, CB2 2RU.

## NOTES FOR CONTRIBUTORS

Articles, and papers for the Notes and Discussion section, should be sent to The Editor, Professor K. Perera, Department of Linguistics, University of Manchester, Manchester, M13 9PL, UK. All submissions are read by a member of the editorial team to check whether, with regard to readability and content, they are appropriate to send to referees. All eligible manuscripts are then sent, anonymously, to two referees. When the referees' reports are received, each manuscript is evaluated by the editorial team, and the Editor informs the author of their decision. Articles should be written in English and should not normally exceed 24 printed pages (roughly 10,000 words). Typescripts that conform to the following guidelines help to speed the production process. (For a more detailed style sheet, please write to the Editor.)

1. FOUR copies should be submitted.
2. Submissions should be typed on A4 paper (or 21.6 cm), on one side of the paper only. The entire text should be double-spaced, with ample margins.
3. Each copy should have a separate title page giving the title, the full names of the author(s) with their affiliations, any acknowledgements, a full address for correspondence and – at the top – a running headline of not more than 40 characters. Other pages in the typescript should NOT carry the author's name.
4. Each copy should have an abstract on a separate sheet (not more than 150 words long for articles and 100 words for notes). The abstract should give the aims of the study, the general method and the principal conclusions.
5. Articles should be clearly divided into appropriately-labelled but unnumbered sections: often, but not necessarily, Introduction, Method, Results, and Discussion. Side headings should be used within these sections, e.g. *Subjects, Procedure*, etc.
6. Footnotes, which are expensive to set, should not be used unless absolutely necessary; they should not contain phonetic characters or other special symbols. They should be numbered and listed on a separate sheet at the end of the article.
7. Each table and figure should be on a separate sheet at the end of the article; their position in the text should be clearly indicated. They should have a title and should be numbered independently of any numbered examples in the text. Figures should, if possible, be camera-ready.
8. Ages should be stated in years, months and – if necessary – days, like this: 1;10.22.
9. Phonetic transcriptions should, wherever possible, employ the IPA symbols.
10. Emphasis and technical terms should be marked by double underlining (small capitals). Standard linguistic abbreviations should be in large capitals, e.g. AUX, NP. Language examples in the body of the text should be underlined (italics). Translations and glosses should be given between single inverted commas.
11. References in the body of the text should be made like this:  
According to Snow (1990: 698); OR, In the sixties and seventies, several authors published important work on combinatorial speech (Braine, 1963; Miller & Ervin, 1964; Bloom, 1970; Schlesinger, 1974).  
Note that such references are in DATE order, not alphabetical order, and that pairs of authors are joined by &.
12. All works referred to should be listed at the end of the article in alphabetical order, as in these examples:  
Cruttenden, A. (1986). *Intonation*. Cambridge: C.U.P.  
Karmiloff-Smith, A. (1986). Some fundamental aspects of language development after age five. In P. Fletcher & M. Garman (eds), *Language acquisition: studies in first language development*. Second edition. Cambridge: C.U.P.  
O'Grady, W., Peters, A. M. & Masterson, D. (1989). The transition from optional to required subjects. *Journal of Child Language* 16, 513–29.

	<i>page</i>
<b>Obituary</b>	227
<b>Articles</b>	
GOODSIT, JAN V., MORGAN, JAMES L. & KUHL, PATRICIA K. Perceptual strategies in prelingual speech segmentation	229
TYLER, ANN A. & EDWARDS, MARY LOUISE. Lexical acquisition and acquisition of initial voiceless stops	253
DEMUTH, KATHERINE. Issues in the acquisition of the Sesotho tonal system	275
MASATAKA, NOBUO. Effects of contingent and noncontingent maternal stimulation on the vocal behaviour of three- to four-month-old Japanese infants	303
HAMPSON, JUNE & NELSON, KATHERINE. The relation of maternal language to variation in rate and style of language acquisition	313
RICHARDS, BRIAN & ROBINSON, PETER. Environmental correlates of child copula verb growth	343
FURROW, DAVID, BAILLIE, CONSTANCE, MCLAREN, JENNIFER & MOORE, CHRIS. Differential responding to two- and three-year olds' utterances: the roles of grammaticality and ambiguity	363
CASELLI, M. CRISTINA, LEONARD, LAURENCE B., VOLTERRA, VIRGINIA & CAMPAGNOLI, M. GRAZIA. Toward mastery of Italian morphology: a cross-sectional study	377
BALDWIN, DARE A. Infants' ability to consult the speaker for clues to word reference	395
AKIYAMA, M. MICHAEL & WILCOX, SHARON A. Naming as a function of linguistic form-class and object categories	419
SMITH-LOCK, KAREN M. & RUBIN, HYL A. Phonological and morphological analysis skills in young children	437
<b>Note</b>	
DEBARYSHE, BARBARA D. Joint picture-book reading correlates of early oral language skill	455
<b>Review article</b>	
MACWHINNEY, B. & BATES, E. <i>The crosslinguistic study of sentence processing.</i> (J. Aitchison)	463
<b>Reviews</b>	
GOODLUCK, HELEN. <i>Language acquisition: a linguistic introduction.</i> (F. Wijnen)	473
GOODWIN, MARJORIE HARNES. <i>He-said-she-said.</i> (Jennifer Coates)	476
WEISSENBORN, J., GOODLUCK, H. & ROEPER, T. (EDS). <i>Theoretical issues in language acquisition: continuity and change in development.</i> (Richard Ingham)	481

